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ABSTRACT

This report presents a study that examines the possibility of reorganizing the Jefferson Township (Ohio) Schools' junior high and high school from their present 7-9/10-12 configuration to a 7-8/9-12 grade plan. Data for the study were gathered through 1) a facilities study of the junior high and high school to examine space availability, present facilities utilization, potential facilities utilization with reorganization, and general condition of the buildings; 2) a review of enrollment data and demographic information; 3) an examination of present and potential school staffing patterns; 4) an examination of present and potential scheduling patterns; 5) an examination of present junior high and high school curriculum and the possible impact of the potential curriculum changes with reorganization; and 6) a series of interviews with administrative personnel to determine their attitudes toward reorganization and perceived staffing, scheduling, and curriculum needs. Based on an analysis of these data, the study team recommends adoption of the proposed reorganization. (Author/JG)

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JEFFERSON TOWNSHIP SCHOOLS STUDY

OFFICE OF EDUCATIONAL SERVICES
UNIVERSITY OF DAYTON
DAYTON, OHIO
45469

EA 009 887

UNIVERSITY OF DAYTON
DAYTON, OHIO 45469

SCHOOL OF EDUCATION

OFFICE OF
EDUCATIONAL SERVICES

March 25, 1977

LETTER OF TRANSMITTAL

Dr. W. Roger Snead
Superintendent
Jefferson Township Schools
2989 South Union Road
Dayton, Ohio 45418

Dear Dr. Snead:

The Office of Educational Services is pleased to submit this report of its study of the proposed reorganization of Jefferson Junior High and High School. The report includes facilities, enrollment, staffing, scheduling and curriculum findings. The recommendations contained in the last chapter represent the study team's best judgments regarding reorganization and other areas in the light of the data and analyses.

The Superintendent and other administrators are thanked for their excellent cooperation in completing the study.

While the submission of this report represents the culmination of the study team's effort, the work of the board, Superintendent, principals, staffs and faculties is really just beginning if the recommendations in this report are to be implemented. The Office of Educational Services stands ready to provide assistance in this effort. Therefore, if you see a need for clarification, more information or further assistance, please contact the Office at any time.

Finally, the reader is cautioned to see this report as a resource for Jefferson Township Schools. It, in no way, represents policies of the Superintendent, or the Board.

Sincerely,

John O. Geiger
Director

JOG:jy

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INVOLVED IN STUDY

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Mr. Earle Mundell	Principal, Junior High School
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JEFFERSON TOWNSHIP SCHOOLS STUDY

I. INTRODUCTION

The Jefferson Township School System is weighing the possibility of reorganizing its class levels by adding the ninth grade to the high school which now contains grades ten to twelve, leaving grades seven and eight in what is now called the junior high. However, before reaching a final decision the Board of Education and the administration contracted with the Office of Educational Services to conduct a study of facilities, enrollments, staffing, scheduling and curriculum to determine the feasibility and advisability of the contemplated reorganization.

The method used in the study consisted of:

A. A facilities study of Jefferson High School and Junior High School to compute and examine space availability, present utilization, potential utilization with reorganization and general condition of interior and exterior of buildings.

B. A review of enrollment data and demographic information, particularly as this data relates to present and potential space utilization at the high school and junior high school.

C. An examination of present and potential staffing patterns with reorganization, specifically to determine required changes or possible changes for efficiency and economy.

D. An examination of present scheduling patterns and

potential scheduling patterns with reorganization, specifically to assure the most efficient use of the facilities at the high school and junior high school.

E. An examination of the present curriculum and potential curriculum changes with reorganization, specifically to determine particular areas in which curriculum can be improved or expanded and the potential impact of these changes on space utilization, staffing and scheduling.

F. A series of interviews with administrative personnel to identify attitudes toward reorganization, perceived staffing, scheduling and curriculum needs.

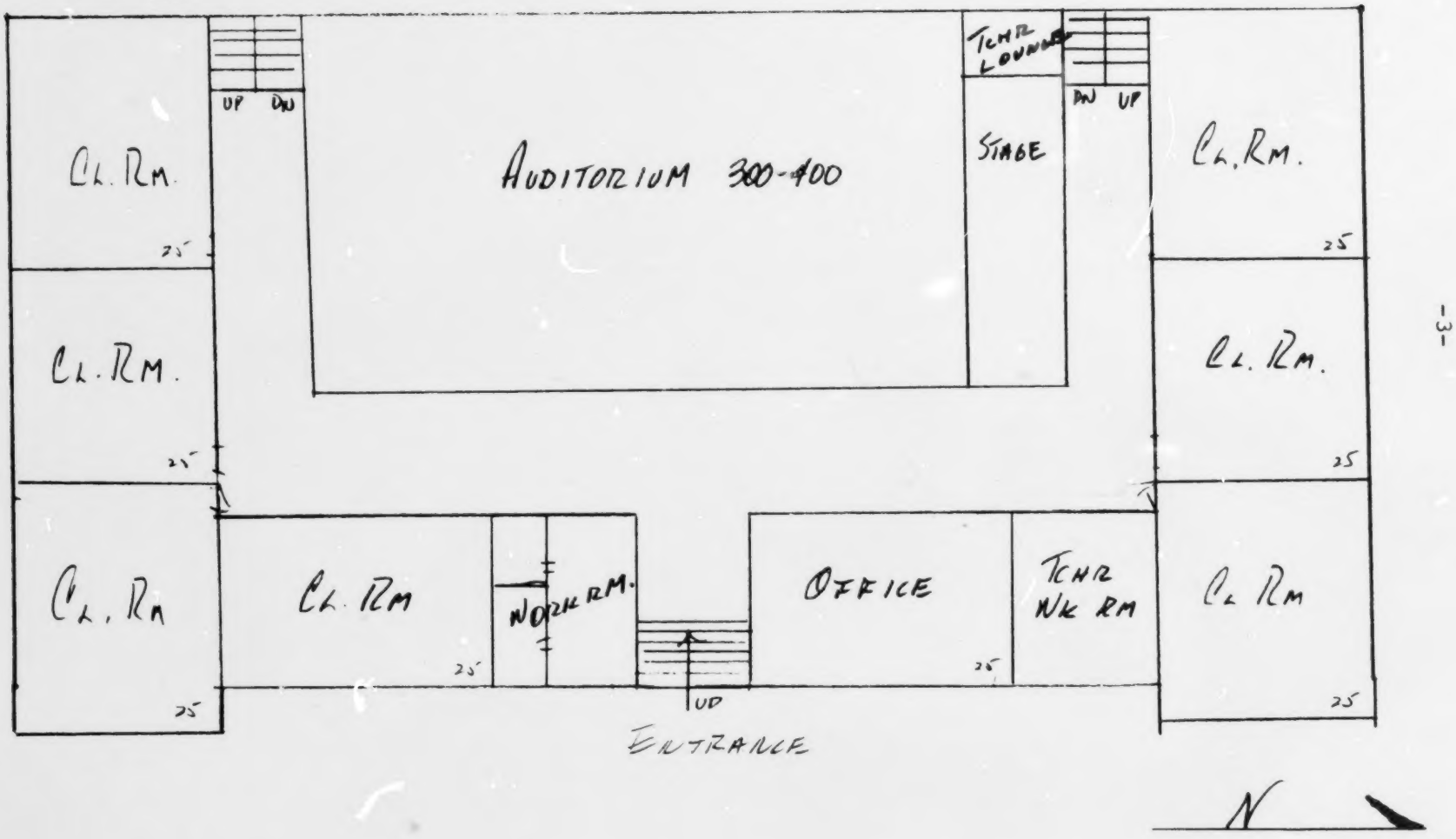
After this data was collected and organized the study staff conducted an analysis in which, after basic assumptions and variables were determined, the potential effects of maintaining the status quo or adopting the reorganization were plotted. The strengths and weaknesses of both alternatives were plotted and a set of recommendations developed.

II. FACILITIES STUDY

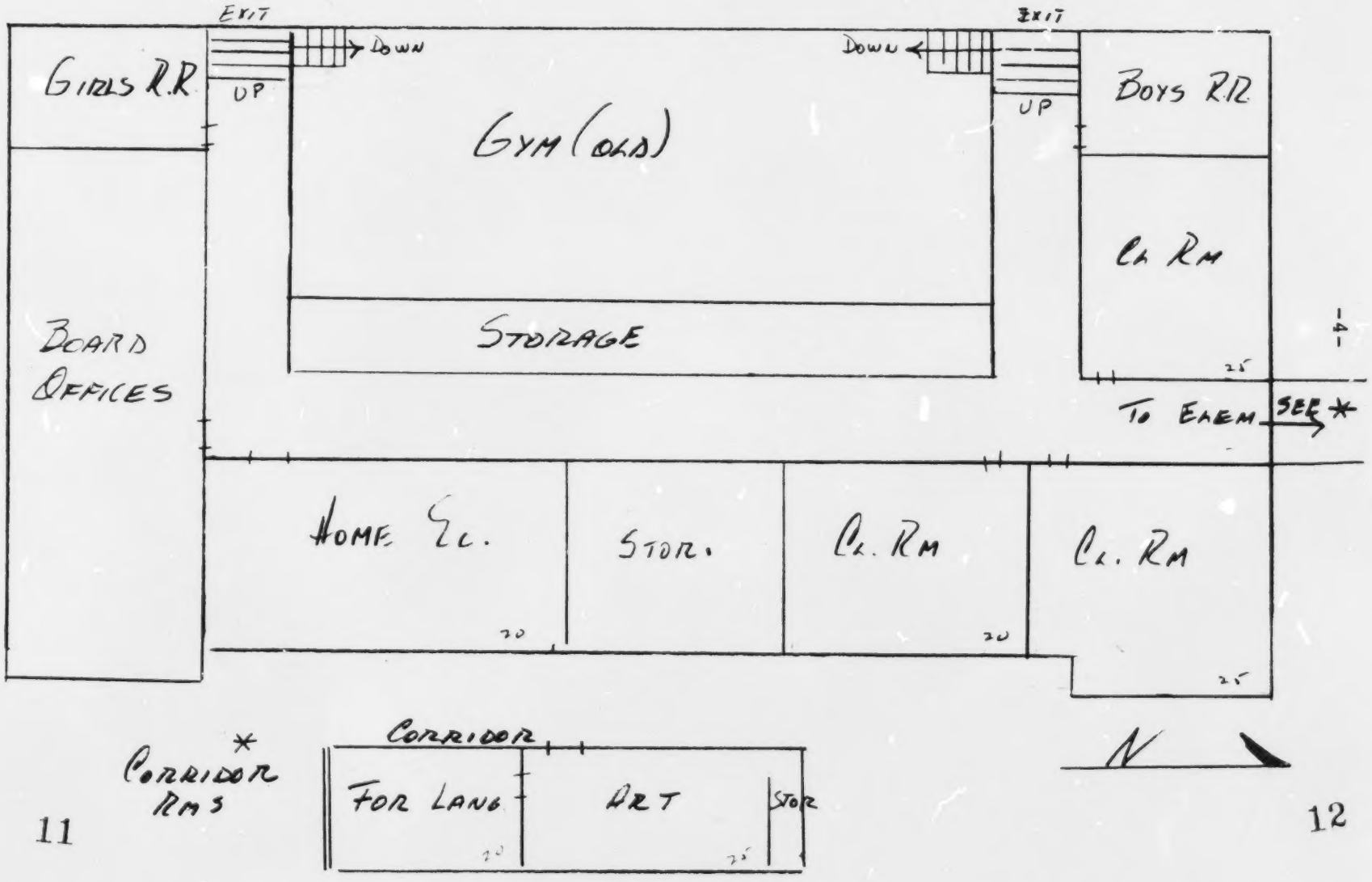
Jefferson Junior High School

Generally speaking, Jefferson Junior high school has been maintained in fairly good condition. The building is structurally sound and daily maintenance appears adequate. There are several obvious needs whether reorganization is undertaken or not. The windows need to be replaced. Undoubtedly, too much heat is being lost at the present time. Windows with less glass and insulated panels installed would result in immediate fuel savings. It is

JEFFERSON JR HIGH - 1ST FLOOR



JEFFERSON JR HIGH - BASEMENT



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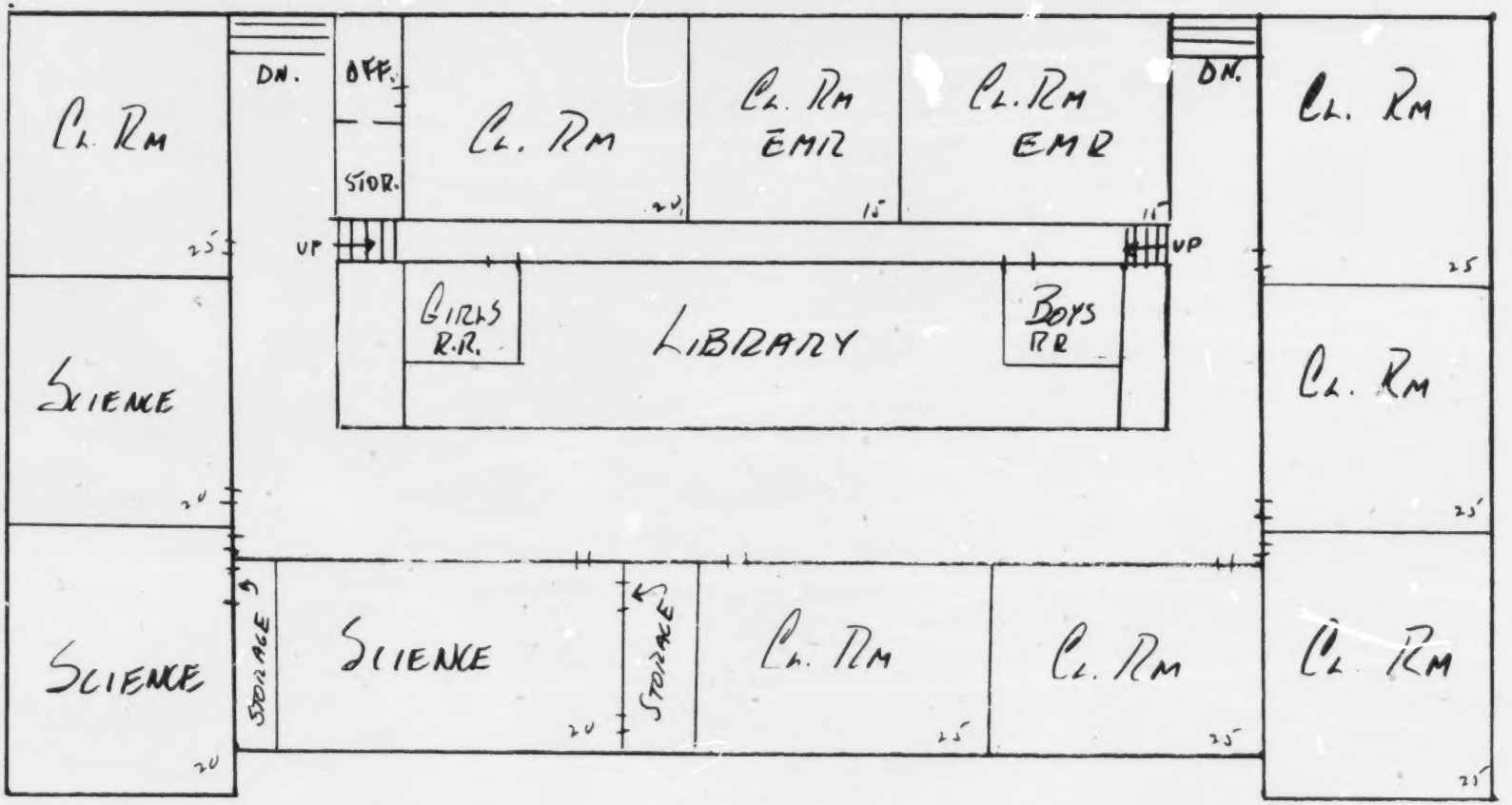


estimated that from $200,000 to $250,000 would be needed for this improvement. A second area in need of improvement is the floors of the hall areas. The type of process used on the floor leading to Jefferson Elementary School seems both economical and efficient. At some future date, the installation of carpeting in classroom areas should be given consideration. The use of this type of covering over the present wooden floors would be of considerable help in reducing the level of noise of student activity. With the exception of other improvements such as paint in some of the rooms, etc. the building seems more than adequate.

The building is adequate also in terms of the number of students presently enrolled in the junior high school and the numbers likely to be enrolled in the near future. A conservative estimate of the capacity of the building as it is presently used is 565 students. This is based on a figure of 25 pupil stations in regular classrooms, 20 in those indicated as science rooms, 20 in the home economics room, and 15 in the three rooms opposite the library. Not included were the gyms, library, industrial arts building and the cafeteria. A reorganizational change in the building would decrease the enrollment, but considering possible changes and future enrollments, there is more than adequate space available.

1. The added space would mean the industrial arts program presently housed in a separate building could be moved to the junior high school facility. This move would make possible the development of a Unified Arts Program.
2. The rooms presently used for a library and EMR classes

could be converted at relatively low cost to a media center and multi-purpose large group instruction area which are derinitely needed. The ceilings in this area should be lowered and the floors carpeted.

3. There would be increased room for storage, particularly if maintenance materials could be stored in the old bus garage.
4. The additional space would also facilitate the development of the proposed middle school with Jefferson Elementary. A middle school philosophy and curriculum usually require more space than traditional schools. The fewer number of students would make this proposed change much more feasible in terms of space utilization.
5. The additional space would also allow for the development of a full art program. The divider presently separating the art room from another room could be removed to facilitate a fuller program.

All of the administrators interviewed recognized the advantages of these changes in terms of space utilization at the present junior high school.

Jefferson Senior High School

Jefferson Senior High School, built in 1966, is in excellent condition. The building has been well maintained and seems generally clean. There are only three areas where improvements seem to be needed immediately. The lavatories off the cafeteria need to be better maintained. Since they are immediately off

both the cafeteria and gym as well as the football field they are used a great deal and there is a minimum of supervision possible. Several of the lockers in the locker room need to be repaired. The lack of immediate repair tends to encourage a lack of concern on the part of students, thus leading to further deterioration. The third area in need of repair is in the addition to the high school. The door stops have been pushed out and need to be repaired. Here again, the lack of repair can lead to further deterioration.

Jefferson Senior High School is very adequate in terms of the number of students presently enrolled and the numbers likely to be enrolled in the near future. A reasonable estimate of capacity would be 600 pupils. This is based on the following considerations:

-The classrooms at the north end are rated at 20 pupils each.

-Classrooms housing EMR are rated at 15.

-The three science rooms are listed at 22 pupils each.

-The industrial arts area, including graphics, woodworking and the former drawing area is rated at 40 total.

-The gymnasium is estimated at two classes at a time of 25 each.

-Art is rated at 20.

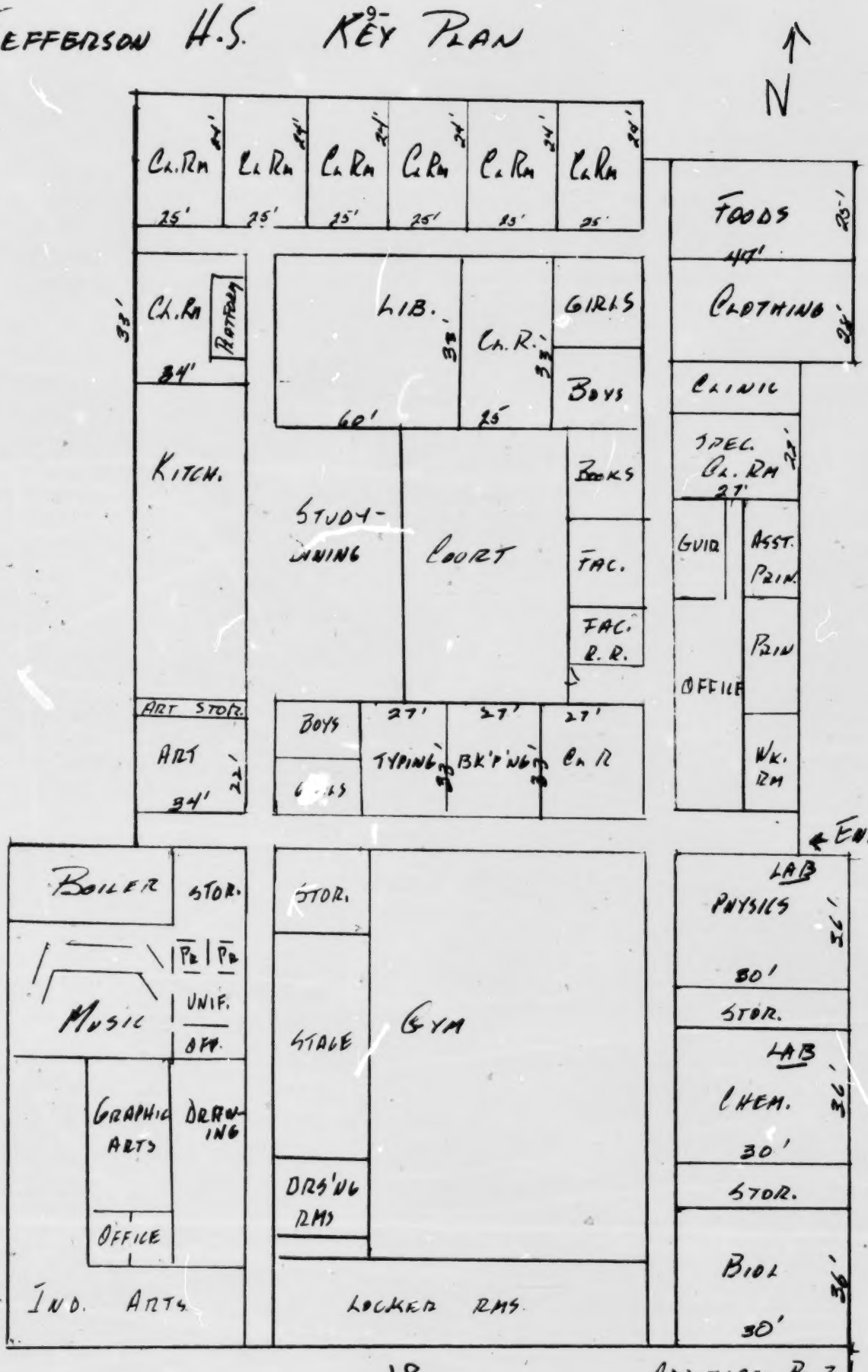
-Food and clothing are rated at 20 students each.

-The Reading Lab was rated as 20 pupil stations.

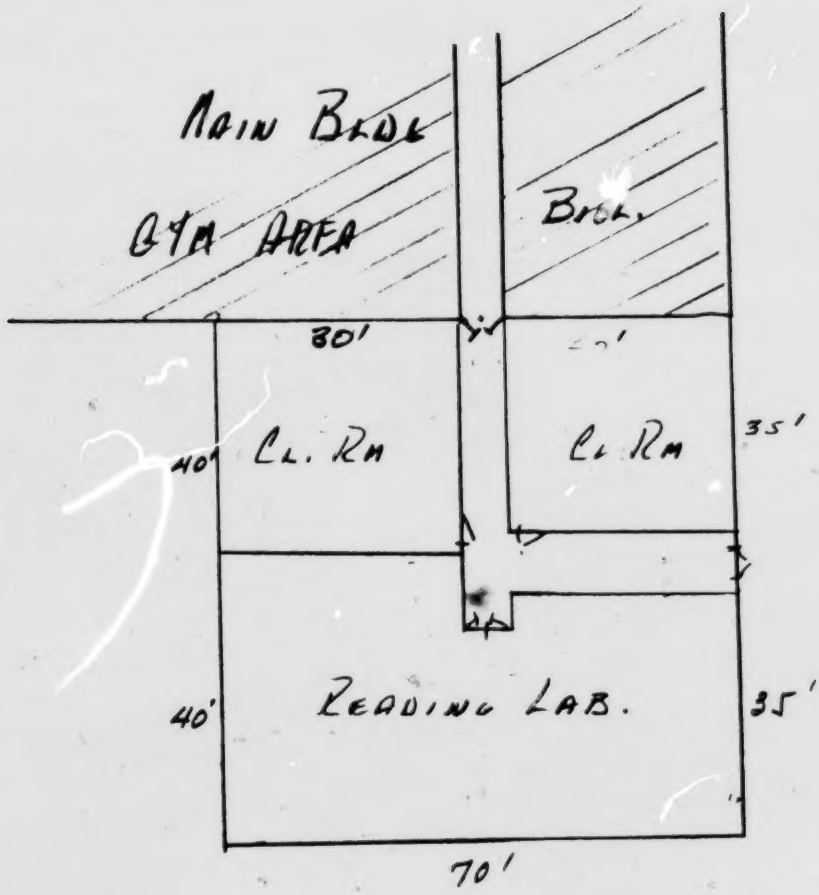
-All other classrooms were rated at 25 to 30 depending upon the size.

-Not included in the estimate were the library, cafeteria and the music areas.

JEFFERSON H.S. KEY PLAN



JEFFERSON H.S. KEY PLAN
NEW ADDITION



The total of the pupil stations using the guidelines above comes to 580. Thus it would seem that an estimate of 600 capacity for Jefferson High School is quite reasonable.

The present enrollment of 435 students (411 + 24 EMR) is approximately 165 below the capacity of the building. However, looking into the future, without reorganization, the building will in fact be too large for the number of students. With no reorganization by 1981-82, the building will be around 230 below capacity (See Tables II and IV).

With reorganization, the building will remain much closer to capacity for the foreseeable future, with enrollments reaching a low of around 500 students in 1981-82. However, if grade nine is moved to the high school starting in 1977-78 or 1978-79 school years certain changes in space utilization would probably be required:

1. Most or all of the classrooms would need to be used every period.
2. More teachers will probably have to shift classrooms during the day.
3. The gymnasium would probably be used every period, with two classes each period.
4. The cafeteria schedule would need to be altered to allow more students to eat lunch in the allotted times.

The interivews with administrators indicate a divergence of views over space utilization at the high school. Three think there will be some initial problems but that they can be handled

without too much difficulty. Two others believe that the additional number of students may put a strain on the facility which will result in a marked decline in its present excellent condition.

Junior High Industrial Arts Building

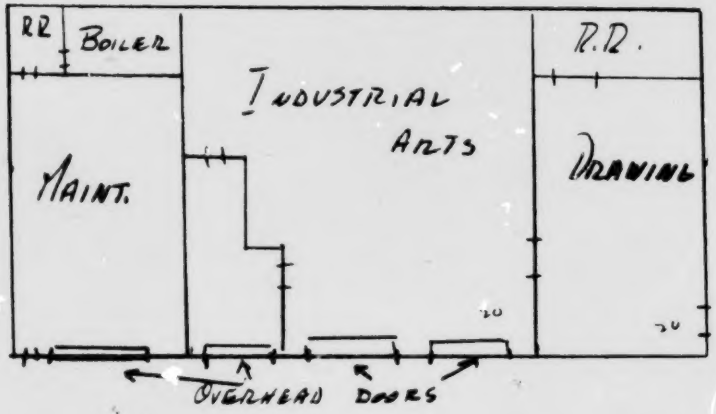
The building which is presently used for industrial arts, some storage and maintenance work is in dire need of repair if it is to continue as a classroom facility. The garage doors need to be walled in, the wooden entrance doors replaced, toilet facilities improved, etc. There would be definite advantages to discontinuing the use of this building as a classroom facility. The cost of making it adequate for such are probably too great.

There has also been discussion of the possible renovation of this building for use as Board of Education headquarters, an area which is quite overcrowded. Again, the cost of a renovation for this purpose would be considerable if not prohibitive. With the exception of the exterior walls and the new boiler most all other areas would need to be completely redone. It is doubtful whether such an expenditure would generate much community support.

Title VII Building

The Title VII Building which is located immediately behind the elementary school is adequate for its present purposes, of remediation in the areas of reading, mathematics and communications. The main disadvantage is in its separation and the need for students to leave the main building to go there. Its purchase through federal monies would seem to indicate its continued use in that capacity. However, a recommendation by the study group to

JEFFERSON JR HIGH - INDUSTRIAL ARTS BLDG



ROAD

H.S.

BUS PARKING

UNION RD

N

22

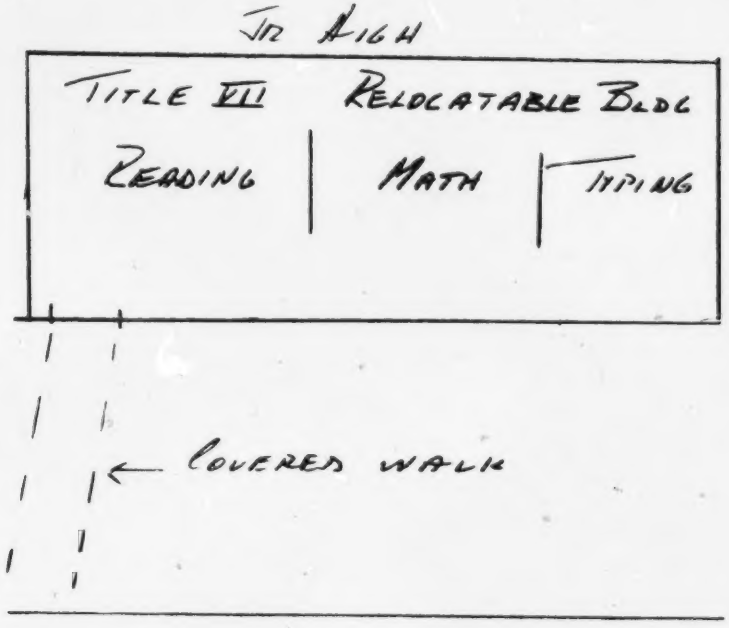
23

JR. HIGH:

a. USES ELEM GYM

b. USES ELEM CAFETERIA
CAP - < 300

JEFFERSON JR HIGH - RELOCATABLE BLDG



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move the program to a more advantageous area could result in such consideration by Title VII review personnel. The move of that program into the building in an area of adequate size would be made possible by moving the ninth grade to the High School. At the time of its initiation there was no room within the building for Title VII.

III. DEMOGRAPHIC AND ENROLLMENT DATA

No extensive demographic analysis was called for or needed in the study. However, the Office did review data previously compiled by the Miami Valley Regional Planning Commission, expecially in its A Housing Profile of the Miami Valley Region (October, 1976). The population figures for Jefferson Township indicate its population as in other areas of Southwestern Ohio, has stabilized over the past five years. Every indication is that this trend will not change in the immediate future. According to the Housing Profile (p. 10), the population of Jefferson Township shows the following pattern:

	1960	1970	1975
Population	11,125	11,790	10,960
Households	2,762	3,165	3,417

Thus, even though the population has remained relatively stable over the past fifteen years, the number of persons per household has decreased from 3.79 in 1960 to 3.13 persons in 1975. This trend is probably reflective of the trend to smaller families throughout the country. Other figures, such as type of dwelling units constructed and number of residential building permits requested, substantiate this data.

Barring some unforeseen set of circumstances, it appears that the population of Jefferson Township has stabilized and will remain relatively stable for the next few years.

Enrollment data for Jefferson Junior High School and High School indicate almost identical patterns. Based on current enrollment data, the enrollments will remain relatively stable for the next two years and then experience a drop in 1979-80 and then stabilize for the foreseeable future. Tables I and II indicate enrollment figures for Jefferson Junior High School and Jefferson High School if not reorganized. Excluding a drop out factor (which has been decreasing) and EMR students, the junior high school will experience a decrease of 46 students in the next five years. The high school will experience a loss of 69 students in the next five years, with the largest decline coming between 1979 and 1980 when there will be a loss of approximately 50 students. These figures for the high school are based on the conservative estimate that 30% of the eleventh and twelfth grade students will continue to choose the Joint Vocational School. This enrollment decline would mean that approximately 357 students would be attending the high school in 1981-82. Using 600 as the capacity of the high school, this would mean that the building would be operating at only 60% of capacity. This figure is dangerously low not only in terms of economy but also in terms of curriculum offerings, etc.

Tables III and IV indicate enrollment figures for Jefferson Junior High SChool and High School if reorganized. They indicate that the Junior High would fluctuate around 275 students after 1977-78. The High School would go from a high of 588 students in

TABLE I

JEFFERSON JUNIOR HIGH SCHOOL ENROLLMENTS*

	1977 - 78	1978 - 79	1979 - 80	1980 - 81	1981 - 82
Seventh Grade	131	146	143	121	153
Eighth Grade	172	131	146	143	121
Ninth Grade	160	172	131	146	143
Totals	463	449	420	410	417

*Figures based on current enrollments/No dropouts figured in/No EMR figured in.

TABLE II

JEFFERSON HIGH SCHOOL ENROLLMENT*

	1977 - 78	1978 - 79	1979 - 80	1980 - 81	1981 - 82
Tenth Grade	183	160	172	131	146
Eleventh Grade	128	128	112	120	91
Twelfth Grade	115	128	128	112	120
Totals	426	416	412	363	357

*Figures based on current enrollments/30% enrollment in J.V.S. in 11th and 12th grades/No dropouts figured in/No EMR figured in.

TABLE III

REORGANIZED

JEFFERSON JUNIOR HIGH SCHOOL ENROLLMENTS*

	1977 - 78	1978 - 79	1979 - 80	1980 - 81	1981 - 82
Seventh Grade	131	146	143	121	153
Eighth Grade	172	131	146	143	121
Totals	303	277	289	264	274

*Figures based on current enrollments/No dropouts figured in/No EMR figured in.

TABLE IV

REORGANIZED

JEFFERSON HIGH SCHOOL ENROLLMENT*

	1977 - 78	1978 - 79	1979 - 80	1980 - 81	1981 - 82
Ninth Grade	160	172	131	146	143
Tenth Grade	183	160	172	131	146
Eleventh Grade	128	128	112	120	91
Twelfth Grade	115	128	128	112	120
Totals	586	588	543	509	500

*Figures based on current enrollments/30% enrollment in J.V.S. in 11th and 12th grades/No dropout rate figured in/No EMR figured in.

1978-79 to a low of 500 in 1981-82. It is anticipated that enrollments would remain relatively stable for the years immediately following.

These figures would seem to indicate that reorganization would provide sufficient space for the junior high to make the changes indicated in the previous section and also provide the high school with the enrollment and faculty size to provide an expanded curriculum and operate at a desirable cost-effective level. For instance, 500 students would place the school at 83% of capacity as opposed to the 60% of capacity mentioned previously.

From the standpoint of enrollment, all of the administrators interviewed felt that the reorganization could facilitate curriculum changes in the junior high and high school. However, three of the administrators expressed concern over the timing of the change. Considering enrollment trends, would it not be advisable to wait another year for the change?

IV. STAFFING PATTERNS

The reorganization will require changes in the present staffing patterns in the junior and senior high school. Specifically, some of the junior high teachers will need to move to the high school. Certification status (elementary or secondary) will need to be considered as well as the strengths of individual teachers. Certification should not prove a major factor since grade nine teachers, undoubtedly the majority of those who would

move, must currently hold secondary certificates. There are currently four teachers who teach only ninth grade courses and several teachers heavily involved with the ninth grade program. It would seem that these teachers would be the most likely candidates for moving to the high school if reorganization is decided upon. But since only four of the junior high teachers possess only elementary certification and since the ninth grade program consists of almost all required courses, there should be little difficulty in making the staffing changes.

However, if reorganization is decided upon, special care will need to be taken to assure that all teachers have preparation periods (which is not the case now) and that teachers do not have too many (beyond three) preparations if at all possible.

In terms of other personnel, the reorganization would probably necessitate the moving of a physical education teacher and one junior high counselor to the high school, at least on a part-time basis. The recently completed survey of graduates substantiates a need in this area. Other than these changes, no other staffing changes seem called for at this time. However, if the proposed middle school is implemented in the future some changes in staffing may be called for.

Thus, it should be noted that the reorganization would not result in any increase or decrease in the present staff. It could, however, result in better utilization of staff since, presumably, the increase in the size of the high school faculty would allow for an expansion of curriculum and an opportunity for high school faculty to teach courses of interest.

V. SCHEDULING

Reorganization would present no problem in the junior high school but it would present some problems for the high school. None of these appear to be insurmountable. Several specific points need to be made in this area:

1. Given the number of units (20) needed to graduate and the policy of no study halls, it would be advisable for the high school to change its seven period a day pattern.
2. Because of the limited capacity of the high school cafeteria some changes would need to be made in the lunch schedule.
3. Because of conflicts in scheduling caused by the Driver Education classes perhaps these will need to be offered at another time of the day other than during regular school hours.

Generally, the administrators interviewed saw few problems in staffing if reorganization were decided upon. However, here again, two expressed concern as to whether needed changes could be made in time if the reorganization went into effect next year.

VI. CURRICULUM

There are several areas of the curriculum that would seem to be in need of development or strengthening. Most of these would be facilitated by a reorganization. Some of them seem virtually impossible without reorganization.

Several developments have occurred in the junior high school recently. Accelerated mathematics and English programs and basic or remedial reading programs have been introduced. But other changes seem to require reorganization. For instance, at present a Unified Arts program is being considered and is sorely needed. There is, however, insufficient space for such a program without reorganization. The same can be said for the expansion of the art program. The curriculum changes made possible by the development of a multi-purpose room and media center on the second floor require reorganization. Of course, the contemplated middle school would be impossible without reorganization.

Furthermore, overlapping courses and lack of articulation in the curriculum between the junior high and high school could be eliminated. For instance, presently students taking foreign languages and social studies in the junior high school may, in effect, repeat those courses in the high school. Reorganization would help to eliminate this overlap. Typing could be shifted to the high school. An articulated program of unified arts in junior high and home economics and industrial arts courses in the high school could be developed.

In the senior high curriculum several developments could be facilitated by the reorganization. Having more teachers in the high school would provide a bigger talent pool for a variety of courses in mathematics, the sciences, English and the social studies. Various semester courses and advanced placement courses could be developed. The survey of 1976 graduates indicates a

perceived need for more business and mathematics courses, and some need for journalism, advanced social studies and science courses and non-lab home economics courses. Reorganization would enhance the possibility of being able to offer these courses.

Currently there is no significant industrial arts program in the high school. Courses offered in the area of the building that would normally house industrial arts are currently used for two graphic arts, four photography and one wood shop courses. This area of the curriculum is in need of definite strengthening. An organized industrial arts program could be developed and other related areas of interest added to the curriculum.

All the administrators interviewed agreed that changes need to be made in the curriculum and that reorganization would facilitate the change. However, there were definite reservations expressed by two of the administrators which must be noted:

1. It was questioned whether the curriculum changes could be implemented next year particularly in the high school. The fear was expressed that some of the faculty have not been sufficiently prepared for the changes, and that they need a year to develop the changes.
2. Secondly, there seems to be some disagreement over the kinds of curriculum changes that should be made. Some of the high school faculty have the perception that the Board is interested only in developing more advanced courses rather than courses which appeal to students' interests and/or broaden their horizons.

On this point, it should be noted that whereas the study staff recognizes that reorganization can facilitate the development of the needed curriculum changes it also recognizes that simply moving the ninth grade to the high school will not accomplish these changes. Rather cooperative, organized planning is required. The board needs to make its curriculum goals explicit. Faculty and administration need to work cooperatively to develop offerings designed to meet those goals.

Finally, there appear to be no problems that will be created in extra-curricular activities or athletics. In fact, the study staff believes reorganization should serve as a basis for strengthening these programs.

VII. RECOMMENDATIONS

1. It is recommended that Jefferson Township School System reorganize its class levels by moving the ninth grade to the high school building. All assumptions and variables indicate that this move is required within the near future. The future declining enrollment on the high school level, the need to expand the high school curriculum and the possible development of a middle school dictate this change. Undoubtedly, some of the apparent opposition of some of the high school staff will disappear when the enrollment data and curriculum possibilities are presented to them.

2. It is recommended that the reorganization take place by September, 1977 only if the following steps are taken:

A. The Board adopts the reorganization recommendation at once or immediatly thereafter.

B. The Board adopts an explicit statement of its goals for curriculum development for the high school.

C. The Board requires the administration to develop an "accomplishment schedule" setting forth tasks and dates for their completion as well as dates for reporting to the Board on progress made toward reorganization. (In the event the date of 1978 is set for the reorganization, the same sort of schedule should be adopted, assuring successful progress toward the goal.)

D. The Board holds a well publicized public information meeting at which the recommendations and accompanying information are presented to the public.

E. The Curriculum Coordinator's almost full-time efforts can be used to assist the high school faculty in curriculum development.

F. The selection and assignment of staff from the junior high to the high school can be achieved during the month of April.

G. During the summer of 1977, high school staff can be paid for in-service days during which they can refine curriculum and reorganization plans for the 1977-78 school year.

H. The books in the junior high library especially geared to the ninth grade level can be selected and moved to the high school library during the summer.

In making this recommendation, the study staff is assuming that the highest priority will be given to curriculum development

at the high school and, secondarily, at the 7th and 8th grade levels. It recognizes that while moving grade levels constitutes a prerequisite for the curriculum changes, they will not come about without explicit goals clearly communicated and without extensive, detailed planning.

The advantages to moving by this fall include timing. Several members of the administration feel that the momentum for the reorganization is high and that putting the move off will encourage needless factions to develop. Secondly, the teachers working together now and in the summer can develop a rapport and cooperative spirit which otherwise will be simply put off for another year. Thirdly, the change will provide the present junior high school with sufficient space for curriculum changes to be developed and for planning for the possible development of a middle school. Finally, the ninth grade curriculum tends to be rather standard with few electives, hence curriculum problems at this level will not require a great deal of modification.

However, it must be restated that these advantages are real only if the steps outlined above are actually taken. If they are not or can not be undertaken this school year then the study staff would recommend waiting one year during which time these steps can be undertaken -- with reorganization scheduled for fall, 1978.

3. It is recommended that planning for a Unified Arts program in the junior high school be completed and the program implemented. Upon reorganization and the development of a unified arts program, the industrial arts classes should be moved out of their present site and be housed in the junior high in the area adjacent to the home economics rooms where the board offices are presently located.

4. It is recommended that the Junior High Industrial Arts Building be discontinued as classroom space and that it be used for maintenance purposes. It is not recommended that this building be used for board offices. The cost would seem too exhorbitant given the conditions of the building and the extensive remodeling that would be needed. On the other hand, moving maintenance completly into this location would free up needed space in other buildings.

5. It is recommended that the Title VII project be relocated in the junior high building itself. There would be definite advantages in that the children will not have to walk outside and the program will likely be viewed by the students as part of the regular curriculum. With reorganization there will be sufficient space.

6. It is recommended that the board offices be moved from their present location to the building presently holding the Title VII program. The building has even more square footage than the present rooms. The building can be partitioned for office space at relatively low cost.

7. It is recommended that upon the decision to reorganize, the area on the second floor of the junior high school presently used for EMR and the library be remodeled into a media center and multi-purpose room. This remodeling could be achieved at relatively low cost and would provide space for a variety of programs and experiences for various size groups.

8. It is recommended that Jefferson Junior High and Elementary School begin formal planning for the development of a middle school. Several points need to be made regarding the

development of this middle school. The first is that "middle school" is not merely a certain set of grade levels or a particular administrative structure. Rather, it is a philosophy and curriculum organized in a unique fashion to enable teachers to meet individual and group needs regardless of age or traditional grade placements. Because of this fact, the development of a middle school usually requires extensive in-service work for faculty and administrators to develop an understanding of the concept and the cooperation of faculty. Second, the grades remaining in the two (?) buildings, 5 through 8, are ideal for the middle school philosophy. "Middle" referring to those grades between lower elementary and high school. Third, in its move toward the total combining of the present Jefferson Junior High and Elementary Schools consideration should be given to calling it one building with one name. And finally, as a middle school with the anticipated enrollment, the administration of the school could be adequately carried on by one principal and one vice principal.

9. It is recommended that the Board begin planning now to secure the funds for remodeling the windows (putting in new windows and insulated panels) in the Jefferson Junior High School building. Depending upon budget restrictions this may be done at one time or over an extended period. But potential savings in heating costs make this a high priority item.

10. It is recommended that the Board begin planning now to secure the funds for remodeling the floors in the Jefferson Junior High School building. Though this need is not as pressing as the window replacement, the aesthetic, acoustical and safety benefits of remodeling the floors should not be ignored.

11. It is recommended that a more stringent maintenance and repair schedule for the high school lavatories especially those next to the cafeteria be established and maintained. The repair of the lockers and the door stops in the addition should also be made as soon as possible.

12. It is recommended that the high school implement a six period day beginning in the 1977-78 school year (whether or not reorganization is implemented that year.) There are several reasons why this change seems advisable. The absence of study halls with a seven period day means students do not normally have time during the school day for studying. With a six period day, some time could be allocated during a normal class period for supervised studying. Secondly, with a minimum of twenty units required for graduation and a limited number of elective courses, a student taking courses on the seven period schedule could complete his required courses in three-fourths of the time and yet have few electives to take in the other one-fourth time.

13. It is recommended that the Driver Education program be rescheduled so that a majority of the program is scheduled after school hours. This change would allow for greater flexibility in scheduling in other areas.

14. It is recommended that upon the decision to reorganize, the high school lunch schedule be changed. This could be done by adding a half hour to the schedule or, preferably, by staggering the lunch schedule in five to fifteen minute segments. The latter alternative will result in some classes being interrupted for lunch. But the practice has been used in other school systems and teachers have found the arrangement more than satisfactory.

15. It is recommended that upon the decision to reorganize, the curriculum coordinator be assigned almost full-time the responsibility of working with the high school faculty and administration in the development of a wider curriculum. Included in their planning should be provisions for the more advanced students and those in need of remedial courses; a journalism course (which could make possible a student newspaper); and increased offerings, especially of semester length courses, in mathematics, sciences, English and social studies and non-lab home economics. An industrial arts/graphics arts program needs to be developed. At present time the facilities and equipment in this area are not used effectively because the program is basically non-existant. Greater emphasis needs to be given to conversation in the language courses.

16. It is recommended that high school faculty be given at least one preparation period per day and, if at all possible, have no more than three preparations per day.